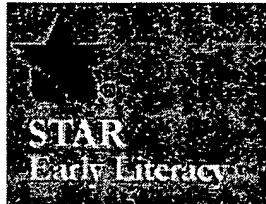




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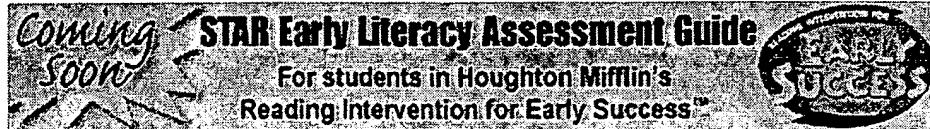
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Breakthrough program assesses phonemic awareness, phonics, and other key literacy skills—in just 10 minutes!

STAR Early Literacy™ is the breakthrough, computer-adaptive diagnostic assessment and database that gives you fast, accurate, and reliable feedback on your pre-K through third-grade students. Now, you can intervene faster and provide your students with effective instruction during the most critical years of their literacy development!

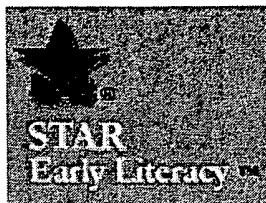
STAR Early Literacy helps you:

- **Measure literacy skills accurately and reliably**—Helps you diagnose each student's command of phonemic awareness, phonics, and other readiness and literacy skills.
- **Save time**—Students can take the assessment in 10 minutes.
- **Save money**—Reduces costs by up to 87% compared to paper-and-pencil assessments.
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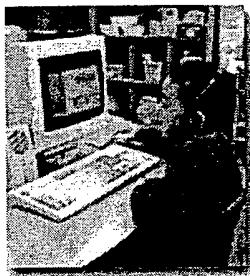
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STAR Early Literacy™ is Easy to Use

*Using STAR Early Literacy
in your classroom is as
easy as 1-2-3.*



1. Student Takes the Assessment—
With STAR Early Literacy, questions continually adjust in difficulty level based on a student's previous response.

2. You Get Results—
In as little as 10 minutes, STAR Early Literacy provides detailed reports to help you easily pinpoint each student's instructional needs.

3. You Target Instruction Using Your Existing Curriculum—STAR Early Literacy makes it easy for you to tailor your instruction to meet the needs of your students.

[Who should use STAR Early Literacy?](#)
[How was STAR Early Literacy developed?](#)
[What skills does STAR Early Literacy assess?](#)

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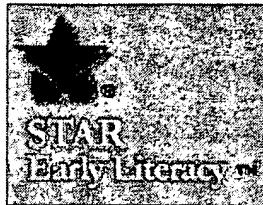
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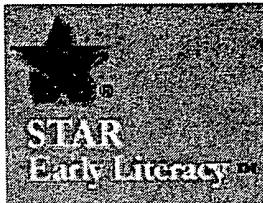
A screenshot of a computer screen displaying a sample question from the STAR Early Literacy software. The title "STAR Early Literacy Sample Questions" is at the top. Below it is a large text area containing a sample question. A "Continue >>" button is visible. A note below the question states: "The sample questions shown here are representations of real product questions that have been modified for web delivery." The Renaissance Learning logo is at the bottom left.

STAR Early Literacy content was developed in conjunction with leading experts in the field of early literacy. Extensive testing was conducted to ensure accurate and reliable assessment. Over 2,900 assessment items were written in accordance with early literacy curriculum standards, and calibrated based on the responses of over 50,000 students in more than 450 schools nationwide.

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STAR Early Literacy Covers a Wide Range of Ages and Special Needs

STAR Early Literacy is the ideal solution whenever educators need information on students with developing language skills. Some uses of STAR Early Literacy include:

- Overview
- How It Works
- Sample Reports
- Sample Screens
- Software Kits
- System Requirements
- FREE CD Demo

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Content Developed with Leading Experts in Early Literacy

STAR Early Literacy's content was developed in conjunction with leading experts in the field of early literacy. Extensive testing was conducted to ensure accurate and reliable assessment.

- The content was designed to specifically meet the developmental literacy needs of beginning readers. The item calibration study involved more than 450 schools and over 50,000 students nationwide.
- The software's seven content areas are recognized by experts for their critical role in literacy development.
- The large 2,400-item test bank easily supports recurring formative assessment, and the computer-adaptive technology helps ensure that students never see the same test twice. Repeat 10 times or more throughout the school year to measure progress and refine instruction.

[Back to How it Works](#)

STAR Early Literacy assesses students' skills in seven key areas of reading development

STAR Early Literacy assesses 41 different skills in the seven key areas of reading development listed here. These areas are recognized by experts for their critical role in literacy development.

General Readiness

- Differentiating letters
- Differentiating shapes
- Matching numbers and objects
- Completing sequences
- Recognizing position words
- Identifying word boundaries
- Comparing word length (written)
- Differentiating word pairs
- Differentiating words from letters

Graphophonemic Knowledge

- Using alphabetical order
- Matching upper- and lowercase letters
- Naming letters
- Recognizing letter sounds
- Recognizing alphabetic sequence

Structural Analysis

- Identifying compound words
- Building words
- Finding words

Vocabulary

- Recognizing antonyms
- Matching words and pictures
- Recognizing synonyms

Phonemic Awareness

- Blending phonemes
- Blending word parts
- Identifying rhyming words
- Identifying missing sounds
- Discriminating beginning and ending sounds
- Comparing word length (oral)

Phonics

- Matching and recognizing long vowel sounds
- Matching and recognizing short vowel sounds
- Identifying beginning consonant sounds
- Identifying ending consonant sounds
- Replacing beginning and ending consonants
- Replacing vowels
- Identifying medial short vowels
- Identifying medial long vowels
- Matching sounds within word families
- Identifying consonant blends
- Identifying consonant digraphs
- Substituting consonant sounds

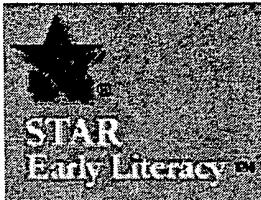
Comprehension

- Reading and understanding words
- Reading and completing sentences
- Reading and understanding paragraphs

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- Accelerated Reader®
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- STAR Math®

Related Links

- Seminars
- Software Support

Detailed reports save you time!

STAR Early Literacy's Diagnostic, Growth, and other detailed reports provide you with key information on students' literacy skills.

Reports help you identify student literacy development levels, assess and demonstrate progress, determine instructional focus, and strengthen parent communications. With this computer-adaptive assessment and database, you'll get accurate, reliable, criterion-referenced scores on demand.

To read and print them you'll need [Adobe Acrobat Reader](#), which can be downloaded free at the Adobe Acrobat Web Site if you don't already have it on your computer.

Diagnostic Report

Developed by professional early literacy specialists, the Diagnostic Report helps you tailor instruction for each student by identifying areas of strength and weakness.

Growth Report

Run this report after each assessment and get information on your entire class's progress in attaining early literacy skills over time, plus individual scores for each student.

Score Distribution Report

This report provides information about the Skill Score distribution of your class.

Parent Report

As an informational letter for parents and guardians, this report provides a student's scores, reading development stage, and recommendations for encouraging growth.

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Diagnostic Report

STAR Early Literacy™, Monday, 5/21/01, 3:47 p.m.
 Reporting Period: 9/1/00 to 6/30/01

Magnussen, Ashley
 Grade: K

Teacher: Espinosa, Julia
 Class: Kindergarten

Age (yrs)	Last Test	Scaled Score	Emergent Reader	Probable Reader				
			300	400	500	600	700	800
6.1	2/4/01	491						

Strengths and Weaknesses by Skill Score

< 25	25 - 49	50 - 75	> 75
General Readiness	Differentiating word pairs Identifying word boundaries Completing sequences	Comparing word length (written) Recognizing position words Differentiating letters Differentiating words from letters Matching numbers and objects Differentiating shapes	
Graphophemic Knowledge		Recognizing alphabetic sequence Using alphabetical order	Matching upper and lower case letters Matching numbers and objects Differentiating shapes
Phonemic Awareness	Identifying rhyming words Identifying missing sounds	Blending phonemes Discriminating beginning and ending sounds Comparing word length (oral)	Blending word parts

Diagnostic Report

STAR Early Literacy™, Monday, 5/21/01, 3:47 p.m.
 Reporting Period: 9/1/00 to 6/30/01

Magnussen, Ashley
 Grade: K

Teacher: Espinosa, Julia
 Class: Kindergarten

Strengths and Weaknesses by Skill Score

	< 25	25 - 49	50 - 75	> 75
Phonics	Matching and recognizing long vowel sounds Matching and recognizing short vowel sounds Identifying ending consonant sounds Replacing vowels Identifying medial short vowels Identifying medial long vowels	Identifying beginning consonant sounds Replacing beginning and ending consonants Matching sounds within word families Identifying consonant blends Identifying consonant diagraphs Substituting consonant sounds		
Comprehension	Reading and understanding paragraphs	Reading and understanding words Reading and completing sentences		
Structural Analysis	Finding words Building words Identifying compound words			
Vocabulary	Recognizing synonyms	Recognizing antonyms	Matching words and pictures	

Score Distribution Report

STAR Early Literacy™: Monday, 5/21/01, 3:50 p.m.
Reporting Period: 5/21/01 to 5/21/01

Page 1

Class: Kindergarten

General Readiness

Number of Students in Class with Skill Scores:	<25	25-49	50-75	>75
Comparing word length (written)	0	0	3	12
Recognizing position words	0	0	3	12
Differentiating letters	0	0	3	12
Differentiating words from letters	0	0	3	12
Matching numbers and objects	0	1	4	10
Differentiating word pairs	0	3	2	10
Identifying word boundaries	1	2	12	0
Differentiating shapes	0	0	3	12
Completing sequences	1	2	11	1
Overall Literacy Domain	0	0	3	12

Phonemic Awareness

Number of Students in Class with Skill Scores:	<25	25-49	50-75	>75
Identifying rhyming words	3	2	10	0
Blending word parts	0	1	4	10
Blending phonemes	0	3	5	7
Discriminating beginning and ending sounds	2	3	10	0
Comparing word length (oral)	1	4	10	0
Identifying missing sounds	3	6	6	0
Overall Literacy Domain	1	2	12	0

Teacher: Espinosa, Julia

Graphophonemic Knowledge

Number of Students in Class with Skill Scores:	<25	25-49	50-75	>75
Matching upper and lower case letters	0	1	4	10
Recognizing alphabetic sequence	1	2	12	0
Naming letters	0	0	3	12
Recognizing letter sounds	0	1	4	10
Using alphabetical order	2	3	10	0
Overall Literacy Domain	0	3	5	7

Phonics

Number of Students in Class with Skill Scores:	<25	25-49	50-75	>75
Matching and recognizing long vowel sounds	5	10	0	0
Matching and recognizing short vowel sounds	3	12	0	0
Identifying beginning consonant sounds	1	4	10	0
Identifying ending consonant sounds	3	2	10	0
Replacing beginning and ending consonants	0	3	5	7
Replacing vowels	3	2	10	0
Identifying medial short vowels	3	2	10	0
Identifying medial long vowels	3	7	5	0
Matching sounds within word families	0	3	11	1
Identifying consonant blends	0	3	11	1
Identifying consonant diagraphs	2	3	10	1
Substituting consonant sounds	1	4	10	0
Overall Literacy Domain	1	4	10	0

Growth Report

STAR Early Literacy™; Monday, 05/21/01, 3:50 p.m.
Reporting Period: 9/1/00 to 6/30/01

Page 1

Class: Kindergarten A

Sorted By: Student Name

Student Name	Test Date	Age (yrs)	Grade Placement	Literacy Domain Scores						Scaled Score	Emergent-Reader	Trans. Rdr.	Probable Reader
				GR	GK	PA	PH	CO	SA				
Baker, Will	11/17/00	5.3	0.25	84	74	64	59	61	52	57	683		
	12/17/00	5.4	0.35	86	76	67	61	63	55	60	697		
George, David	12/15/00	5.3	0.34	82	71	60	55	56	48	53	659		
	1/14/01	5.4	0.44	83	73	62	57	59	50	56	672		
Jones, Leanne	11/30/00	5.9	0.29	87	78	69	64	66	58	62	711		
	12/30/00	6.0	0.39	87	79	70	65	67	59	63	716		
Lopez, Omar	12/1/00	6.0	0.30	87	78	69	64	66	58	63	713		
	12/31/00	6.1	0.39	88	80	71	66	68	60	65	725		
Magnussen, Ashley	1/5/01	6.0	0.41	58	43	30	27	28	20	28	488		
	2/4/01	6.1	0.51	58	44	31	27	28	20	28	491		
McNeill, Michaela	1/10/01	5.9	0.43	46	33	21	19	19	13	20	435		
	2/9/01	6.0	0.52	50	36	24	21	21	15	22	448		

Growth Summary	15 Students	Age (yrs)	Grade Placement	Literacy Domain Scores						Scaled Score	Emergent-Reader	Trans. Rdr.	Probable Reader
				GR	GK	PA	PH	CO	SA				
Average	Initial	5.8	0.39	77	66	56	51	52	44	50	634		
	Last	5.9	0.49	78	68	57	53	54	46	52	644		
Change		+0.1	+0.10	+1	+2	+1	+2	+2	+2	+2	+10		

GR General Readiness CO Comprehension ▽ Initial Test Scaled Score
 GK Graphophonemic Knowledge SA Structural Analysis ▲ Last Test Scaled Score
 PA Phonemic Awareness VO Vocabulary — Standard Error of Measure
 PH Phonics

Score Distribution Report

STAR Early Literacy™: Monday, 5/21/01, 3:50 p.m.
Reporting Period: 5/21/01 to 5/21/01

Page 2

Class: Kindergarten

Teacher: Espinosa, Julia

Comprehension

Number of Students in Class with Skill Scores:	<25	25-49	50-75	>75
Reading and understanding words	0	3	10	2
Reading and completing sentences	2	3	10	0
Reading and understanding paragraphs	3	6	6	0
Overall Literacy Domain	1	4	10	0

Vocabulary

Number of Students in Class with Skill Scores:	<25	25-49	50-75	>75
Matching words and pictures	0	0	0	15
Recognizing synonyms	3	4	8	0
Recognizing antonyms	2	3	10	0
Overall Literacy Domain	1	4	10	0

Structural Analysis

Number of Students in Class with Skill Scores:	<25	25-49	50-75	>75
Finding words	3	2	10	0
Building words	3	2	10	0
Identifying compound words	3	5	7	0
Overall Literacy Domain	3	3	9	0

Parent Report

STAR Early Literacy™: Tuesday, 5/22/01, 12:16 PM
Test Date: 2/4/01

Page 1

Magnussen, Ashley

Grade: K

Teacher: Espinosa, Julia

Class: Kindergarten

ID:AM

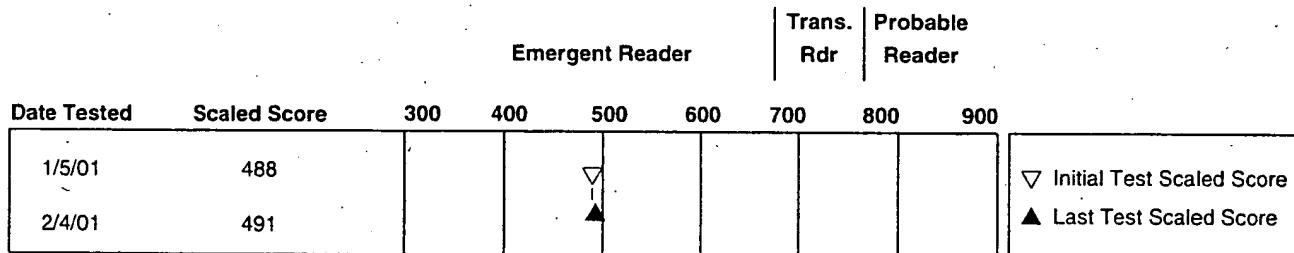
Dear Parent or Guardian:

Your child has just taken a STAR Early Literacy™ assessment on the computer. STAR Early Literacy measures your child's proficiency in up to seven areas that are important in reading development. This report summarizes your child's scores on the assessment. As with any assessment, many factors can affect your child's scores. It is important to understand that these scores provide only one picture of how your child is doing in school.

Scales Score: 491

The Scaled Score is the overall score that your child received on the STAR Early Literacy assessment. It is calculated based on both the difficulty of the questions and the number of correct responses. Scaled Scores in STAR Early Literacy range from 300 to 900.

Ashley obtained a scaled Score of 491. This is an increase of 3 from the Scaled Score of 488 that Ashley obtained on the initial assessment. Scaled Scores relate to three developmental stages: Emergent Reader (300 - 674), Transitional Reader (675 - 774), and Probable Reader (775 - 900). A Scaled Score of 491 means that Ashley is at the Emergent Reader stage.



At the late Emergent Reader stage, children can identify most of the letters of the alphabet and can match most of the letters to their sounds. They are beginning to 'read' picture books and familiar words around their home. Through repeated reading of favorite books with an adult, children at this stage are building their vocabularies, listening skills, and understandings of print.

Ashley is probably recognizing some printed words in his or her environment, including signs and his or her name. Ashley is likely learning to separate spoken words into smaller parts, such as m- and -at for 'mat.' Ashley is probably also beginning to 'sound out' simple printed words. With his or her growing knowledge of letter sounds and word structure, Ashley is starting to get meaning from text.

You can help develop your child's early literacy skills by reading engaging, predictable books to and with your child. To encourage Ashley to voice his or her own ideas, talk with Ashley about what you've read, seen, heard, or done together. Ashley would also benefit from games that build an awareness of sounds and letters, such as rhyming games or games that involve sorting words by first letter, last letter, or sound.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

Teacher Signature _____

Date _____

Teacher Comments:

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Assess reading growth in 10 minutes or less!

STAR Reading gives you the answers you need faster than any other reading assessment.

Valuable information

Only STAR Reading lets you determine the appropriate level of challenge for each child, instantly place new students, and identify those who need individual help. In-context vocabulary questions plus authentic text passages give you a precise measure of each student's reading performance.

Fast results

Insightful information is delivered within seconds after the student completes a test. No more waiting months for results.

Quality data

STAR Reading has been validated with a nationally representative sample of more than 60,000 student tests. Scores correlate with results on popular standardized tests. The latest version includes brand-new normative data to ensure that your students are compared with their peers of today.

Useful reports

Sixteen new and improved reports help validate your placement instincts, improve school-to-home communications, and monitor individual reading progress.

Teacher-friendly testing

STAR Reading streamlines the testing process. You test students when you like, as often as you see fit. Repeat throughout the school year to measure growth—at no extra cost!

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**Student takes the test.**

Questions continually adjust to each student's response pattern. Tests typically take 10 minutes or less.

You get results.

When testing is complete, STAR Reading provides 16 reports to help you instantly place new students and identify those who need individual help.

You match the student with appropriate books. STAR Reading makes it easier to match students with books that will challenge them without frustrating them.

Now STAR Reading includes two types of test items.
[Sample test screens](#)

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Now includes two types of test items!

All-new STAR Reading combines brief, in-context vocabulary items with new authentic text passage items to help you pinpoint students' reading levels more accurately and efficiently.

In-context Vocabulary Questions.

Jack Rasmussen 2/29

My big brother is two years older than I am.

1. better
2. larger
3. older
4. faster

Students choose from a brief list of words to answer in-context vocabulary questions. Any student with at least a 100-word reading vocabulary can take a test.

Authentic Text Questions.

Jack Rasmussen 4/25

There are arid regions all over the earth. Tropical deserts include the Sahara of northern Africa, the Thar Desert of the Indian subcontinent, the Victoria of Australia, and the Kalahari of southwestern Africa. These deserts owe their origin and location largely to aridity that results from the high moisture-holding capacity of air warmed by compression as it descends from the high-pressure belt of the horse latitudes to the belt of tropical trade winds. Decreased precipitation and extraordinarily high rates of evaporation are the two main factors that combine to desiccate the land, particularly on the western sides of the continents.

1. recent
2. usurp
3. expunge
4. desiccate

New authentic text questions offer an even more precise measure of reading progress for students in grades 3-12.

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Snapshot Report

STAR Reading®: Thursday, 09/22/99, 03:33 PM
Date Range : 09/01/99 to 09/30/99

Gregory Middle School

Sorted By : Student Name

Class: 7th Grade English

Teacher: Kathleen Reese

Student Name	Grade Placement	Test Date	IRL	SS	GE	PR	PR Range	Below Average	PR and PR Range	Above Average
Fox, Jamal	7.08	09/22/99	6.9	739	6.7	45	29-59			
Garcia, Juan	7.08	09/22/99	7.2	795	7.2	53	38-66			
Grover, Kim	7.08	09/22/99	7.8	874	7.9	64	51-75			
Roberts, Emily	7.08	09/22/99	6.2	608	5.5	23	12-39			

Class Summary

4 Students

Mean Scores 7.0 754 6.8 47 NA

Diagnostic Report for Jamal Fox

STAR Reading®: Thursday, 09/22/99, 03:33 PM

Test Date: 09/22/99

Gregory Middle School

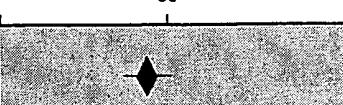
Class: Seventh Grade

Grade: 7

Teacher: Kathleen Reese

Id:

This report presents diagnostic information about the student's general reading skills, based on the student's performance on a STAR Reading test.

SS	GE	PR	PR Range	Below Average	PR and PR Range	Average 50	Above Average	NCE	IRL	ZPD
739	6.7	45	29-59					47.4	6.9	4.7-6.5

This student's Grade Equivalent (GE) score is 6.7. His reading skills are therefore comparable to those of an average sixth grader after the seventh month of the school year. Jamal also achieved a national Percentile Rank (PR) of 45. This score is in the average range and means that Jamal scored equal to or higher than 45% of students nationally. The PR Range indicates that, if this student had taken the STAR Reading test numerous times, most of his scores would likely have fallen between 29 and 59. It reflects the amount of statistical variability in a student's PR score.

These scores indicate that Jamal can choose appropriate reading materials and probably reads independently for pleasure. Jamal is likely beginning to appreciate more advanced forms of literature. However, he may often be tempted to stay within the easier reading range of popular novels.

Jamal likely reads independently from content area materials to gain information. He is beginning to use specialized vocabularies, such as scientific or mathematical terms. Jamal is also continuing to improve his study skills.

For the fastest reading growth, Jamal should be challenged to read more difficult books and to sample a wide range of literature.

For optimal reading growth, Jamal needs to:

- * Maintain a minimum of 60 minutes of sustained silent reading daily
- * Select a wide variety of fiction for recreational reading
- * Continue to use context clues, structural analysis, and dictionary skills to increase vocabulary
- * Practice previewing, skimming, and scanning nonfiction

This student's Zone of Proximal Development (ZPD) for independent fiction is 4.7 - 6.5. If Accelerated Reader® Reading Management Software is being used in your classroom or school, Jamal should be encouraged to select books with reading levels in the ZPD. These books will provide optimal reading challenge without frustration. The ZPD, however, is approximate. Success at any reading level also depends on the student's interest and prior knowledge of a book's content.

The following techniques will also help ensure the student's continued growth in reading:

- * Adjust the level of books read so that Jamal maintains an average score of 85 percent or higher on Accelerated Reader Reading Practice quizzes.
- * For nonfiction reading, reduce the level of books read by one-half to one full grade level.
- * For read-aloud activities and paired reading, increase the level of books read by one to three grade levels.
- * Use the Accelerated Reader At-Risk or Diagnostic Report and Student Record Report for more in-depth analysis of the student's reading ability.
- * Teach Jamal how to select books based on book reading level and point value.
- * Help Jamal establish a book reading level, minimum percent correct, and point goals for each week and term.
- * Establish goals for reading progressively more difficult books.

Gregory Middle School

Growth Report

STAR Reading®: Thursday, 06/30/00, 03:33 PM
 Date Range : 09/01/99 to 06/12/00

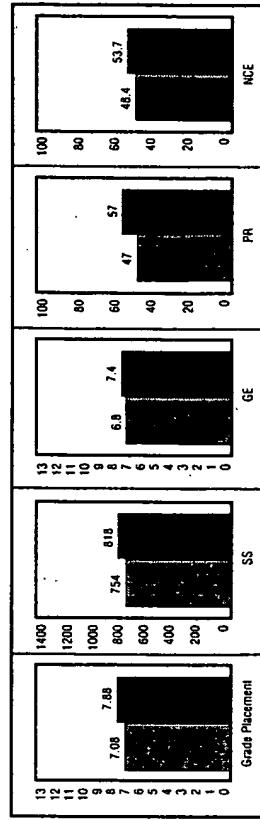
Sorted By : Student Name

Class: 7th Grade English**Teacher: Kathleen Reese**

Student Name	Class	Teacher	Test Date	Grade Placement	SS	GE	PR	PR Range	NCE	IRL
Fox, Jamal	7th Grade English 3	Reese, K.	09/22/99	7.08	739	6.7	45	29-59	47.3	6.9
Garcia, Juan	7th Grade English 3	Reese, K.	05/23/00	7.88	813	7.3	56	41-69	53.1	7.4
Grover, Kim	7th Grade English 3	Reese, K.	09/22/99	7.08	795	7.2	53	38-66	51.6	7.2
Roberts, Emily	7th Grade English 3	Reese, K.	05/23/00	7.88	848	7.6	61	47-73	55.9	7.7

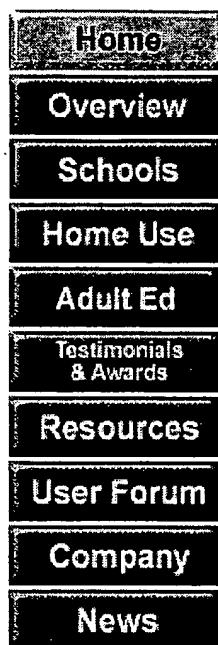
Growth Summary

4 Students	Grade Placement	SS	GE	PR	NCE	IRL
Pretest Mean	7.08	754	6.8	47	48.4	7.0
Posttest Mean	7.88	818	7.4	57	53.7	7.6
Change	0.80	64	0.6	10	5.3	0.6



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reading software
educational software



Phonics-Based Reading Software

Educational Software for Teachers and Parents



Lexia Commits to Spanish-Language Reading Software

- Lexia Learning Systems develops software to help children and adults learn to read, especially those who have had trouble learning in the past.
- Based on the latest research, Lexia's software provides a structured approach to learning to read English which supports teachers in the classroom, and provides practice to students learning at home.
- In a typical U.S. classroom, Lexia software costs an average of \$8 per student, less than the cost of a quality workbook.
- Lexia's phonics-based interactive reading and diagnostic assessment tools are designed for use in:
 - Elementary, Middle, and High Schools
 - Voc-Tech Schools
 - Home schooling environments
 - Schools for the Learning Disabled
 - Special Education Centers
 - Reading Clinics
 - Literacy and ESL Centers
 - Correctional Institutions
- Lexia Software Works

Use the links below to go directly to information on Lexia for:

- School Use
- Home Use (for all ages including adults)
- Adult Education Programs



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Page development by:



Diagnostic Reading Tests

LexiaUK Home Page
Guarantee
Ordering
UK Prices

The Lexia Quick Reading Test

Lexia's diagnostic reading test is comprised of three modules designed to evaluate English decoding skills from short vowel sounds to complex Anglo-Saxon, Greek and Latin derived words. Different from, and complementary to, comprehension tests, its modules are appropriate for use with students in years 1 - 9, and remedial students of all ages. The diagnostic modules focus on phonemic concepts which are usually mastered in the primary years. Specific test modules address skills from years 1-2, 3-4 and 5-6+.

Available on 60-day money back if not satisfied trial.

Benefits of Computer-Based Testing:

Identifies specific areas where practice or instruction is needed for individual and class:

- Quick and easy to administer and interpret
- Pin points strengths and weaknesses in word decoding skills
- Facilitates early detection of decoding gaps and weaknesses
- Suggests instructional groupings
- Explores weaknesses through automatic branching
- Saves teacher time on test scoring and analysis
- Provides both real and non-real word tests to explore beyond sight vocabularies
- Generates individual and class reports, as snapshots or over time

Test Types

Features and Benefits	
Real Word	<ul style="list-style-type: none"> Appropriate for younger students and students without significant sight vocabularies 2 tests per level support re-testing over time Branching logic explores weaknesses in detail
Pseudo Word	<ul style="list-style-type: none"> Appropriate for older students and students with well-established sight vocabularies 2 tests per level support re-testing over time Branching logic explores weaknesses in detail

Report Types

Features and Benefits	
Individual (Graphic & Tabular)	<ul style="list-style-type: none"> Detailed graphic & tabular reports on every skill tested Organised into categories: <ul style="list-style-type: none"> Skills mastered Practice needed Instruction needed Response speed and specific errors reported Assignments suggested in Lexia's skills development software Student, grade, teacher, school and date included
Class (Tabular)	<ul style="list-style-type: none"> Students grouped according to areas where instruction is needed, supporting the creation of reading groups Areas of weakness called out for practice
Comparison (Tabular)	<ul style="list-style-type: none"> Students listed according to results on their most recent test All test events reported supporting longitudinal analysis Detailed key supports understanding of the Orton Gillingham 5 point scale used in the report

Individual Report

Compare Report

Material Tested

Assess A	Assess B	Assess C
<ul style="list-style-type: none"> • Letter names • Short vowel & long vowel silent 'e' words (mat, mate) • Consonant blends and digraphs (shut, pride) • Vowel combination words (one sound: ee, ai, oa, oi, oy, aw) (two sounds: ou, ow, ea, oo) • Vowel -r combination words (mark, dirt) • Multisyllable words (basket, peppermint) • Sight words for grades 1 and 2 	<ul style="list-style-type: none"> • Suffixes (-s, -es, -er, -est) and (-ed, -ing) • Vowel combination words (igh, ey, ew, ue, au, ie, eigh) • Open and closed first syllable words (pilot, devil) • Consonant -l-e words (candle, stable) • Two sounds of 'c' and 'g' words (cage, civil, gossip, stage) • Three syllable words • Sight words for grades 3 and 4 	<ul style="list-style-type: none"> • Anglo Saxon prefixes and suffixes (foremost, overcast) • Latin prefixes and suffixes (objective, inspector) • Accent patterns (critical, athletic) • Pronunciation of ti/si/ci • Connectives u and i (confusion, vicious) • Ligatured du, tu, su (assure) • Greek combined forms (typical, mechanic)

Call, write, or email LexiaUK if you have any queries.

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Lexia And Houghton Mifflin To Provide Software For Intensive Phonics Instruction

Lincoln, MA and Boston, MA - November 30, 2000 - Lexia™ Learning Systems and Houghton Mifflin's School Division have joined forces to provide teachers with adaptive phonics reading tools that enable them to customize and target phonics instruction. Houghton Mifflin will market and sell special versions of the phonics-based Lexia skills development software as a component of, and aligned with, Houghton Mifflin's new reading program, *Houghton Mifflin Reading: A Legacy of Literacy*. The agreement reflects both companies' recognition of the fact that teachers today need teaching tools that meet the diverse learning needs of their students.

Houghton Mifflin Reading: A Legacy of Literacy will include three Lexia CD-ROMs: *Lexia Phonics: Primary Intervention*; *Lexia Phonics: Intermediate Intervention*; and *Lexia Quick Phonics Assessment*. Primary or Intermediate Intervention, combined with the Houghton Mifflin program, provides students with significant amounts of extra help in developing phonics skills. Using the *Lexia Quick Phonics Assessment* helps teachers determine student proficiency in word skills as early as the first day of class and identify appropriate strategies for improvement.

According to Jonathan Bower, president and CEO of Lexia, "Lexia products are widely used with children requiring intensive phonics support. As a customized and integrated element of Houghton Mifflin's highly successful reading program, more teachers will have access to the full breadth of Lexia software. The phonics-based program is easy to use and advances in accordance with the needs of each individual student."

"We are very pleased to be working with Lexia, a company known for its significant strength in reading instruction support systems," said George Logue, Executive Vice President, Houghton Mifflin School Division. "Because we understand the challenges and increasing demands teachers face today, we know that teachers need adaptive, customizable teaching tools that will help every child succeed in learning how to read. Our program, with the Lexia software, is designed to help every child become a successful reader."

Designed to correspond with the Houghton Mifflin reading program, the Lexia software series contains 10 units per grade, enabling teachers to use the software seamlessly with their Houghton Mifflin textbooks and workbooks. The *Lexia Primary Intervention* CD is designed for grades K-2, and the *Intermediate Intervention* CD for 3rd grade through 6th grade. Both enhance phonemic awareness and

sound/symbol correspondence as prerequisites for advanced phonics and decoding skill development.

Lexia Quick Phonics Assessment helps teachers assess and track student reading skills. The Lexia software is diagnostic; each program provides information that enables teachers to determine which skills the student has mastered, which require practice, and which require intervention.

Lexia Learning Systems

Lexia Learning Systems, Inc., was founded in 1984 to develop software to enhance the process of learning to read. Originally funded by grants from the National Institutes of Health and Human Development, Lexia is now a profitable private corporation headquartered in Lincoln, Massachusetts. Lexia software is used in tens of thousands of classrooms across the country, and also in special education, adult literacy programs, tutoring centers and homes. The company can be reached by calling (800) 435-3942, by fax at (781) 259-1349, by e-mail at info@lexialearning.com or at the Lexia Web site: www.lexialearning.com.

Houghton Mifflin Company

Houghton Mifflin is a leading publisher of textbooks, instructional technology, assessments, and other educational materials for elementary and secondary schools and colleges. The Company also publishes an extensive line of reference works and fiction and non-fiction for adults and young readers. The Company's Internet site can be found at www.hmco.com.

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[More Press Releases](#) (prior to November 2000).

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Call, write, or email Lexia for a descriptive brochure, free demo disks, and referrals.

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Lexia Learning Systems Announces Commitment To Offer Spanish-Language Reading Software

First product, Lexia Phonics Based Reading® with Spanish instructions, available for current school year.

Philadelphia (March 21, 2002) - Today at the National Association of Bilingual Educators conference, Lexia Learning Systems announced plans to introduce four Spanish-language reading software programs. The company showcased the first program to be available this school year, *Lexia Phonics Based Reading®* with Spanish instructions.

"Currently, our nation's ESL students do not have the same resources that English-speaking students have to conquer reading difficulties. Lexia Learning Systems will change this situation," said Jon Bower, Lexia president and CEO. "Our company is committed to producing research-based, reading skills software for ESL students and students seeking to learn the Spanish language."

In addition to *Lexia Phonics Based Reading* with Spanish instructions, Lexia will produce *Lexia Reading S.O.S. (Strategies for Older Students)* with Spanish instructions, for older students still working on their English reading skills.

Lexia is also in the process of creating versions of its popular *Lexia Early Reading®* and *Lexia Phonics Based Reading* in Spanish. These products will be available to teach Spanish literacy during the 2002-2003 school year.

Lexia partnered with Latino-owned CS&C-Julex to develop the Spanish products.

"CS&C-Julex understands Hispanic-speaking students and their learning styles better than any education company I know. We at Lexia did not want to just plug in Spanish instructions over the current English instructions. We wanted to make sure that the words, the accents and the context created a program that stimulated ESL students," Bower said.

"Lexia Phonics Based Reading with Spanish instructions will be a great help to non-English speaking students," said Caroline Sanchez

Crozier, president of CS&C-Julex. "These children have a limited English vocabulary, so they have a difficult time following English instructions. In turn they become frustrated before they even begin the reading practice work. This new Lexia software will allow the students to be relaxed and comfortable with their assignment so they can succeed with the reading drills."

All of the audio instructions and feedback a student receives while working with the software is in Spanish.

Lexia Phonics Based Reading with Spanish instructions was tested with second through fifth grade students at Cotton Elementary School in San Antonio, Texas. Texas has a mandate to instruct pre-K through third grade students in their native language.

"Our students were very motivated once they began working with the software with Spanish instructions," said Rosa Acosta, instructional coordinator for Cotton Elementary School. "They were not having to strain to understand the instructions. Our teachers loved the program also because they could spend more time teaching the students rather than supervising the practice process. Our teachers can't wait for the upcoming software that is entirely in Spanish. This product will be so valuable for our kindergarten, first and second grade students who are taught in Spanish."

Lexia sales staff is currently taking advance orders for *Lexia Phonics Based Reading* with Spanish instructions. For more information about the product, contact Gilberto Manresa, Lexia director of Spanish Language Sales, at 305-630-3547

About Lexia Learning Systems

Lexia Learning Systems, headquartered in Lincoln, Mass., is a publisher of reading skills development software for people of all ages - from pre-schoolers to adults. Lexia was founded in 1984 by Chairman Bob Lemire, Dr. Edwin Cole and Dr. Littleton Meeks who set out to make research-based reading remediation affordable and available to larger groups of struggling readers. Today, Lexia programs are in more than 7,000 schools nationwide and also are helping adults improve their literacy skills in adult education centers and tutoring facilities, homes and correctional facilities. Lexia offers five research-based products: Lexia Early Reading®, Lexia Quick Reading Test®, Lexia Comprehensive Reading Test™, Lexia Phonics Based Reading® and Lexia Reading S.O.S. (Strategies for Older Students). Lexia products combine reading remediation and assessment methods to improve reading skills by identifying individual needs. For more information, call 1-800-435-3942 or view the Web site at www.lexialearning.com.

Nevada Education Officials

Approve Lexia Learning Systems Reading Skills Development Software

Boston (March 14, 2002) - Nevada's Department of Education and Legislative Committee on Education have approved Lexia Learning Systems reading skills development and assessment software as products that help improve students' performance in reading. Lexia's software has been added to the *Final List of Effective Remedial Programs*, which provides Nevada educators with information regarding research-based programs that have proven successful for preparing students for statewide assessment exams.

The Nevada Education Reform Act requires the Legislative Committee on Education to recommend to the Department of Education programs of remedial study for each subject tested on the statewide proficiency examination. Out of 26 programs recently reviewed, Lexia Learning Systems was the only program approved to be added to this year's *Final List of Effective Remedial Programs*. Criteria for selection included evidence of effectiveness, capacity to serve intended grade level, alignment to Nevada education standards and state examinations and cost-effectiveness.

"The review committee was very impressed by Lexia's strong scientific research and statistical evidence of improving student performance," said Terry Owens, Ph.D., evaluation consultant for accountability, Office of Finance Accountability & Audit, Nevada Department of Education. "Lexia's software was the only product this year that we felt met our stringent requirements for content, teacher support and cost-effectiveness. The Legislative Committee on Education reviewed our recommendations and decided unanimously to add Lexia to the *Final List of Effective Remedial Programs*."

Lexia's interactive software is based on the Orton Gillingham system, a proven approach to teaching reading for more than 60 years. It focuses on phonemic awareness, sound-symbol correspondence and decoding (phonics), which is the recommended teaching method in the No Child Left Behind Act's "Reading First Initiative." Currently more than 8,000 schools nationwide are using Lexia to develop strong readers.

"Lexia's software helps students develop key reading skills tested on Nevada's statewide examinations and recommended by President Bush's No Child Left Behind Act," said Jon Bower, CEO of Lexia Learning Systems. "Our products have proven to help hundreds of thousands of students nationwide with phonemic awareness and sound-symbol correspondence. The Nevada Department of Education's stamp of approval is further validation that these products work."

Lexia Learning Systems, headquartered in Lincoln, Mass., is a

publisher of reading skills development software for people of all ages - from pre-schoolers to adults. Lexia was founded in 1984 by Chairman Bob Lemire, Dr. Edwin Cole and Dr. Littleton Meeks who set out to make research-based reading remediation affordable and available to larger groups of struggling readers. Today, Lexia programs are in approximately 7,000 schools nationwide and also are helping adults improve their literacy skills in adult education centers and tutoring facilities, homes and correctional facilities. Lexia offers five research-based products: Lexia Early Reading™, Lexia Quick Reading Test®, Lexia Comprehensive Reading Test™, Lexia Phonics Based Reading and Reading S.O.S. Lexia products combine reading remediation and assessment methods to improve reading skills by identifying individual needs: For more information, call 1-800-435-3942 or view the Web site at www.lexialearning.com.

Lexia Learning Systems Prepared To Answer Literacy Needs Outlined In No Child Left Behind Act

Lexia software programs based on same research used to develop Reading First recommendations.

Lincoln, Mass. (February 27, 2002) - The U.S. Congress and the President of the United States, in the recently adopted No Child Left Behind Act, have called on schools nationwide to ensure that every child can read by the end of the third grade. Lexia Learning Systems software is ready today to help students meet this requirement.

The Reading First Initiative included in the No Child Left Behind act is based on numerous research studies on how children learn to read best. Lexia used many of these same studies to develop its assessment and reading skills development software beginning 18 years ago. The research concludes that children learn to read best by first understanding the sounds associated with letters and letter combinations (phonemic awareness). The second step is for children to learn to link the sounds and the corresponding letters (phonics).

"Lexia products help children learn to read by focusing on phonemic awareness, sound-symbol correspondence and decoding. This is the recommended way to teach children according to the President's Reading First Initiative," said Jon Bower, president of Lexia Learning Systems. "We have seen the difference our software has made in hundreds of thousands of children's lives. Now we feel further validated because this national initiative calls on teachers to teach the way Lexia has been recommending."

Lexia's interactive software is based on the Orton Gillingham system, a proven approach to teaching reading for more than 60 years. Currently more than 7,000 schools nationwide are using Lexia to develop strong readers.

Alice Garside, who has been teaching readers for more than 50 years and is the former reading supervisor of the Language Clinic at Massachusetts General Hospital and on the Lexia board, agrees that the Lexia approach successfully teaches children to read using the methods the education act is now requiring schools to adopt.

"The most inspiring aspect of this education initiative is that schools can act immediately to help their students read by third grade. Further research and product development are not necessary. Phonics-based resources such as Lexia software are available right now to make sure students meet the requirement," Garside said. -MORE-

Susan Baroody, Title I teacher for Congdon Elementary School in New Bedford, Massachusetts, helped her school implement Lexia software. "Our school needed a program that would support the phonics instruction our teachers were providing. Lexia has been an excellent addition to our school and has greatly improved our students' reading abilities. Lexia allows students to practice and improve their phonemic awareness at their own pace. Lexia helps our bilingual students and our young struggling readers," Baroody said.

The Reading First Initiative also supports a family literacy program to help students and parents in immigrant and non-English speaking households. Lexia's products are developed according to age groups (not grade levels), including Reading S.O.S., a program for older students and adults. These products are available in family versions for use at home. This diversity of products allows all family members the tools to learn to read as recommended in the act.

About Lexia Learning Systems

Lexia Learning Systems, headquartered in Lincoln, Mass., is a publisher of reading skills development software for people of all ages - from pre-schoolers to adults. Lexia was founded in 1984 by Chairman Bob Lemire, Dr. Edwin Cole and Dr. Littleton Meeks who set out to make research-based reading remediation affordable and available to larger groups of struggling readers. Today, Lexia programs are in approximately 7,000 schools nationwide and also are helping adults improve their literacy skills in adult education centers and tutoring facilities, homes and correctional facilities. Lexia offers five research-based products: Lexia Early Reading™, Lexia Quick Reading Test®, Lexia Comprehensive Reading Test™, Lexia Phonics Based Reading and Reading S.O.S. Lexia products combine reading remediation and assessment methods to improve reading skills by identifying individual needs: For more information, call 1-800-435-3942 or view the Web site at www.lexialearning.com.

Sylvan Learning Centers Now Using Lexia Reading Skills Software To Improve Student Literacy

Lincoln, Mass. (December 5, 2001) - Lexia Learning Systems today announced that Sylvan Learning Centers has licensed Lexia programs for use in more than 870 learning centers nationwide. Under the terms of the license, Sylvan Learning Centers will integrate Lexia software with its student management system. The program will be a supplemental component of the Sylvan tutoring program.

Since 1988, Lexia Learning Systems has been known among educators across the United States for its high quality reading skills development software. Thousands of schools use Lexia programs in special education, for learning English as a second language and in some of the most successful K-12 mainstream classrooms.

"Reading well is critical to improving student performance in all subject areas," said Jonathan Bower, president and CEO, Lexia Learning Systems. "Lexia reading skills programs are successful because students enjoy the interactive learning experience and because our underlying research brings them effective methods. Students at Sylvan Learning Centers will see that Lexia is easy to use, it's fun, and it works to improve reading skills."

Sylvan Learning Centers will use Lexia Phonics Based Reading® and Reading S.O.S. (Strategies for Older Students) software. Lexia Phonics Based Reading, for ages 5 to 8, is an intensive interactive reading skills development system. Simple, yet engaging graphics combine with activities drawn from the Orton-Gillingham system to ease the acquisition of basic reading skills. Reading S.O.S. (Strategies for Older Students), for ages 9 to Adult, is designed to help older students develop basic reading skills with material geared to their needs. Both systems provide hundreds of exercises in phonemic awareness, sound-symbol correspondence, decoding skills and early comprehension skills.

About Lexia Learning Systems

Lexia Learning Systems, headquartered in Lincoln, Mass., is a publisher of reading skills development software for people of all ages - from pre-schoolers to adults. Lexia was founded in 1984 by Chairman Bob Lemire, Dr. Edwin Cole and Dr. Littleton Meeks who set out to make research-based reading remediation affordable and available to larger groups of struggling readers. Today, Lexia programs are in approximately 7,000 schools nationwide and also are helping adults improve their literacy skills in adult education centers.

and tutoring facilities, homes and correctional facilities. Lexia offers five research-based products: Lexia Early Reading™, Lexia Quick Reading Test®, Lexia Comprehensive Reading Test™, Lexia Phonics Based Reading and Reading S.O.S. Lexia products combine reading remediation and assessment methods to improve reading skills by identifying individual needs: For more information, call 1-800-435-3942 or view the Web site at www.lexialearning.com.

About Sylvan Learning Centers

Learning feels goodSM at Sylvan Learning Center, the leading provider of supplemental education services to students of all ages and skill levels. With more than 20 years of experience and over 870 centers located throughout North America, Sylvan Learning Center is the largest organization of its kind in the industry. Sylvan's trained and certified teachers provide personalized instruction in reading, writing, mathematics, study skills and test-prep for college entrance and state exams. Sylvan Learning Center is a division of Sylvan Learning Systems, Inc. For more information regarding The Sylvan AdvantageSM, call 1-800-educate or visit www.educate.com

Five School Districts Commit to Using Lexia Learning Systems to Teach Reading in Their Schools

Nation's Seventh Largest School District Makes District-Wide Purchase

Lincoln, Mass. (November 13, 2001) - Lexia Learning Systems announced today that five school districts have committed to using Lexia reading skills development software to teach reading in their schools. These sales add to Lexia's 5,000 plus school customers nationwide with students in more than 200 schools gaining access to Lexia's programs.

The Houston Independent School District, the seventh largest school district in the United States, purchased Lexia products for its elementary schools. Two other Texas school systems have committed to using Lexia to teach reading; Liberty Hill Independent School District will use Lexia in its primary, intermediate and middle schools and Little Cypress-Mauriceville Consolidated Independent School District has purchased the product for district-wide use. Lexia is currently used in the Dallas, Fort Worth, San Antonio and Abilene Independent School Districts. The Revere Public Schools in Massachusetts have purchased Lexia software for its elementary students. The purchase made by the Palos Community Consolidated School District #118 in Palos Park, Ill. will give all students with

special education needs and learning disabilities in the district access to the software programs.

Lexia's phonics-based interactive reading programs facilitate the development of literacy skills by helping students master phonological awareness, sound-symbol correspondence and word decoding skills. Lexia's reading assessment programs identify students' strengths and weaknesses in detailed reports which help teachers and administrators provide focused instruction.

"The proven track record of Lexia programs was the key to winning these new sales. Lexia has been teaching children and adults how to read since 1984. Now thousands of new students will benefit from Lexia's no-frills, but fun, reading skills programs," said Jon Bower, CEO of Lexia Learning Systems.

Houston ISD - Houston, Texas

Lexia sales have been particularly strong in Texas, as the Houston Independent School District, the largest public school system in Texas and the seventh largest in the United States, purchased Lexia products for district-wide use. All 186 elementary schools in the district will use Lexia Early Reading™ to assist kindergarten, first and second grade students develop their literacy skills in conjunction with the district's reading curriculum and to prepare for the statewide assessment exam, Texas Primary Reading Inventory (TPRI).

Liberty Hill ISD - Liberty Hill, Texas

The Liberty Hill Independent School District in Liberty Hill, Texas has expanded access to Lexia products to 1,200 students. The school system chose to implement Lexia in its primary, intermediate and middle schools shortly after using Lexia programs successfully with at-risk students in a summer reading program. Liberty Hill kindergarten through fifth grade students will use Lexia Early Reading™, Lexia Phonics Based Reading® and Lexia Quick Reading Test® in literacy centers set up in each classroom to incorporate the software into the core curriculum. The school district purchased Lexia Reading SOS: Strategies for Older Students, Lexia Comprehensive Reading Test™ and Lexia Quick Reading Test for the intermediate school, and also implemented Lexia programs in its middle school to help older students with reading difficulties.

"Liberty Hill teachers are very pleased with Lexia's programs," said Margaret Tufts, Reading and Special Education Instructor for Liberty Hill Independent School District. "Lexia goes beyond other commercially available software by giving teachers assessment and feedback and is very applicable to our direct teaching methods. Our students have not gotten bored with the programs, because they continually progress and give the reader new activities and challenges."

Little Cypress-Mauriceville CISD - Orange, Texas

The Little Cypress-Mauriceville Consolidated Independent School District in Orange, Texas also implemented district-wide use of Lexia software. Teachers in the district's three elementary schools will use Lexia Early Reading, Lexia Phonics Based Reading and Lexia Quick Reading Test to track the progress of their at-risk reading students as well as their advanced reading students. The district purchased Lexia Reading SOS: Strategies for Older Students and Lexia Quick Reading Test for its middle and high schools.

"Both our students and teachers are very excited about Lexia's programs," said Kathy Finch, Elementary Curriculum Director for Little Cypress-Mauriceville Consolidated Independent School District. "Students are using them as part of the classroom curriculum and for additional study in our computer labs. Our teachers have found Lexia's assessment tools very valuable in providing individualized instruction as well as tracking each student's progress throughout the year."

Revere Public Schools - Revere, Mass.

The Revere Public Schools in Revere, Mass. has adopted Lexia programs in its six elementary schools. Students in kindergarten through eighth grade will use Lexia Phonics Based Reading, Lexia Reading SOS: Strategies for Older Students and Lexia Quick Reading Test to develop their literacy skills. The district will also collect data on students using the software and compare them with non-software users to gauge the benefits over time.

Palos Community Consolidated School District #118 - Palos Park, Ill.

The Palos Community Consolidated School District #118 in Palos Park, Ill. purchased Lexia programs to assist students with special education needs and learning disabilities overcome their reading challenges.

Lexia Learning Systems, headquartered in Lincoln, Mass., is a publisher of reading skills development software for people of all ages - from pre-schoolers to adults. Lexia was founded in 1984 by Chairman Bob Lemire, Dr. Edwin Cole and Dr. Littleton Meeks who set out to make research-based reading remediation affordable and available to larger groups of struggling readers. Today, Lexia programs are in over 5,000 schools nationwide and also are helping adults improve their literacy skills in adult education centers and tutoring facilities, homes and correctional facilities. Lexia offers five research-based products: Lexia Early Reading™, Lexia Quick Reading Test®, Lexia Comprehensive Reading Test™, Lexia Phonics Based Reading® and Reading S.O.S. (Strategies for Older Students). Lexia products combine reading remediation and assessment methods to improve reading skills by identifying individual needs: For more information, call 1-800-435-3942 or view the Web site at www.lexialearning.com.

Lexia Awarded \$2 Million ATP Grant

Firm to create educational software to increase the learning potential of children.

Lincoln, MA - April 16, 2001 - Lexia Learning Systems today announced a \$2 million research and development grant by the Advanced Technology Program (ATP) of the National Institute of Standards and Technology (NIST), an agency of the Department of Commerce. With this grant, Lexia plans to create interactive software for children that develops their cognitive skills. The goal of the software is improving the underlying thinking abilities that make efficient learning possible. The software will incorporate cognitive development methods known to improve thinking abilities but generally delivered one-on-one or in small groups and taught by a relatively few highly skilled practitioners. Lexia hopes to provide these methodologies in standard school settings, and will include delivery over the Web. Under the terms of the grant, Lexia will invest an additional \$700,000 to support essential research and development prior to commercialization.

According to Jonathan Bower, president and CEO of Lexia, "Our proposal builds on our experience in developing reading skills by creating software that specifically addresses the education process itself. Our goal is the development of software that will enable all children to progress as effectively and as rapidly as those children who currently receive high quality preparation for school in their homes. We are grateful to the ATP program for the support to take on this difficult but important project."

Researchers have made significant progress in understanding how children develop more complex cognitive abilities. Based on this research, educational programs have been developed to improve cognitive ability, the process by which students learn and understand. However, these programs are not broadly available because of the lack of adequate resources to train teachers and the intensive individual time needed to deliver them. Methods that increase the cognitive skills of children may result in an increase in the efficiency of the entire education system if Lexia is successful in translating these techniques to effective educational software. Lexia's goal is to help children learn more efficiently and to achieve improved academic performance.

The Lexia software will be designed to strengthen visual-spatial abilities important in studying the sciences; logical reasoning for math and general comprehension; receptive and expressive communication to improve interpersonal communications and following instructions; and auditory imaging, which is fundamental to language use. Initially,

the research and development process will focus on children from ages four through eight. Eventually Lexia hopes to make this software available for people of all ages.

"Over the past decade or so there have been tremendous breakthroughs in the field of cognitive-neuroscience," noted Dr. David Stevens, the principal investigator who conceived of the project, "these breakthroughs have produced important insights into how we develop higher level thinking abilities and how they are related to learning. While ambitious, our goal is to make the fruits of these insights available to a wide audience of children."

About ATP Grants

The Advanced Technology Program provides cost-sharing funding to industry for high-risk R&D projects with the potential to spark important, broad-based economic benefits for the United States. ATP support significantly accelerates potentially important R&D projects, that industry on its own can not fully support because of the technical risks involved, and often where timing is critical to eventual economic success in the highly competitive global market. In many cases, ATP support is essential for the project to take place at all.

ATP awards are made on the basis of a rigorous competitive review considering scientific and technical merit of each proposal and its potential benefits to the US economy. For example, research indicates that higher cognitive skills of the US population as a whole as measured by IQ, is associated with higher worker qualifications and greater productivity of the US economy.

The program does not fund product development. Applicants must include a detailed business plan for bringing the new technology to market once technical milestones have been achieved under ATP support. The program is managed by the National Institute of Standards and Technology, an agency of the Commerce Department's Technology Administration.

Background

Lexia Learning Systems, Inc., was founded in 1984 to develop software to enhance the process of learning to read. Originally funded by grants from the National Institutes of Health and Human Development, Lexia is now a profitable private corporation headquartered in Lincoln, Massachusetts. Lexia software is used in tens of thousands of classrooms across the country, and also in special education, adult literacy programs, tutoring centers and homes. Information about Lexia's reading software is currently available through a network of local software dealers, by calling the company at (800) 435-3942, by fax at (781) 259-1349, by e-mail at info@lexialearning.com or at the Lexia Web site: www.lexialearning.com.

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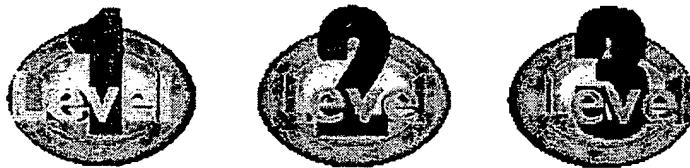


WATERFORD INSTITUTE™

EARLY READING PROGRAM

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The *Waterford Early Reading Program* (WERP) is a comprehensive early reading curriculum designed to help children learn to read through the use of state-of-the-art technology. WERP is based on 10 years of research by educational designers at the Waterford Institute, a non-profit organization based in Salt Lake City, Utah. The program contains three levels for emergent, beginning, and fluent readers, combining to provide 225 hours of individualized reading instruction.



WERP uses cutting-edge multimedia technology to provide research-based, individualized instruction. Participants benefit from this type of instruction because it:

- *Adapts to each participant's individual learning needs.* Through students' performance on assessment activities, WERP tracks students' progress and ensures that daily activities keep them constantly challenged. The computer-based instruction advances and challenges higher-level students while reinforcing concepts to students with fewer skills.
- *Builds confidence.* WERP empowers students to take charge of their own learning. The program engages participants in interactive activities and allows them to learn at their own pace without fear of criticism or failure.

WERP is used in over 4,200 elementary school classrooms by approximately 100,000 students nationwide. Furthermore, due to its high level of quality, the California Department of Education recently adopted WERP as a complete language arts program. WERP's effectiveness has

also been proven in nationwide tests, which have shown that students' basic reading skills improve with consistent WERP use.

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Waterford Early Reading Program

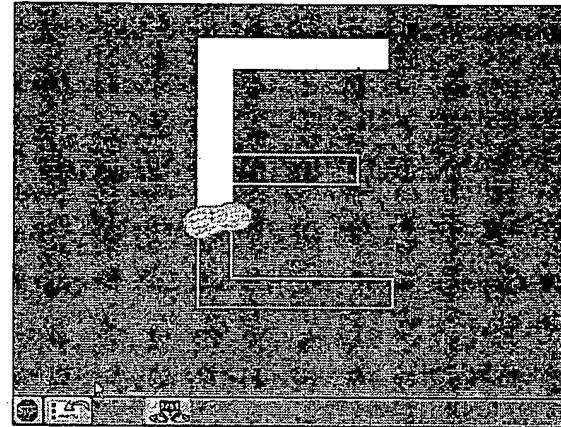
Level One

Level One of the *Waterford Early Reading Program* contains 45 hours of instruction that teaches emergent literacy skills that are the best indicators of reading success. It is designed to precede the comprehensive beginning reading instruction that is found in *Level Two*.

Learning Objectives

- Build phonological awareness
- Automatically recognize letter names, sounds, and symbols
- Master basic print concepts
- Experience oral and written language through stories, songs, and rhymes
- Expand vocabulary

Underlying Research



After conducting an exhaustive review of available research into how children learn to read, the *Waterford Institute* began the process of creating the *Waterford Early Reading Program*. The program's innovative research-based curriculum enables students to become successful readers regardless of their beginning level of literacy or primary language. Some of the key research discoveries that are embedded in the *Level One* activities are:

- A person's knowledge of letter names and phonemes is the best predictor of future reading success.
- Students must learn various concepts about print before they begin to read.
- Students who fall behind in reading often have as little as 200 hours of pre-school reading experience, while their more successful classmates enter kindergarten with up to 3,000 hours of exposure to books, stories, letters, and words. *Level One* overcomes this discrepancy and prepares all children for formal reading instruction.

Benefits for Students

- There is no risk of criticism or failure because the program teaches students at their own pace.
- Individualized instruction removes fear of competition.
- An emphasis on fostering awareness of print concepts and knowledge of letter names and sounds helps ensure future reading success.
- A rich combination of animation and sound motivates students to learn.

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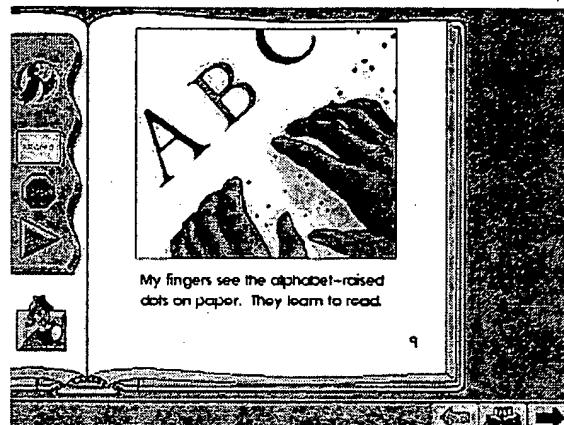
Waterford Early Reading Program

Level Two

Level Two of the *Waterford Early Reading Program* contains 90 hours of instruction that enables each student to develop a complete set of beginning reading skills. It is designed to build on the foundation of reading readiness skills taught in *Level One* and prepare students for the reading fluency objectives of *Level Three*.

Learning Objectives

- Solidify phonemic awareness
- Blend letter sounds to make words
- Decode pattern words quickly
- Recognize sight words automatically
- Practice comprehension strategies
- Read and listen to a variety of literature and text
- Express ideas in writing
- Understand basic grammar, punctuation, and language rules
- Expand vocabulary



Underlying Research

The program's designers conducted extensive research on teaching beginning reading. Because of this, the program is carefully sequenced to meet the needs of students as they progress to fluent readers. Some of the key research discoveries that are implemented in *Level Two* are:

- Beginning readers need practice reading and listening to a variety of texts.
- Beginning readers need a solid foundation of phonological awareness.
- Beginning readers should understand the relationships between spelling patterns and their pronunciations, a skill achieved through phonics instruction.
- Beginning readers must develop automatic word recognition skills so that they can pay attention to meaning.
- Beginning readers can and should develop comprehension strategies that help them better understand what they read.
- Writing helps beginning readers learn to read better.

Benefits for Participants

- Provides helpful and nonjudgmental feedback

- Offers congratulations after major milestones
- Includes diverse and familiar characters and settings
- Provides daily opportunities to practice reading words in context
- Provides explicit and methodical instruction on letter-sound correspondences and on strategies for recognizing new words
- Teaches ten types of comprehension strategies
- Incorporates a wealth of entertaining and informative graphics
- Includes songs that help make phonics principles memorable

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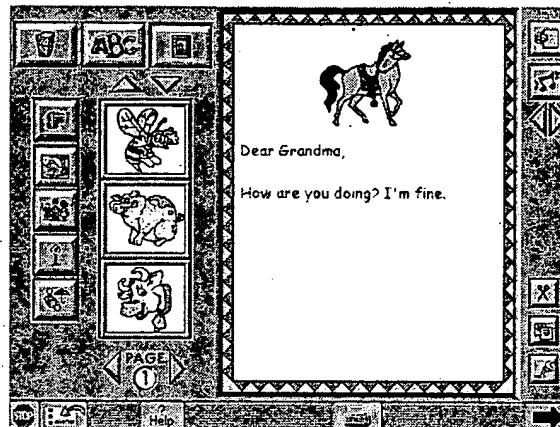
Waterford Early Reading Program

Level Three

Level Three of the *Waterford Early Reading Program* contains 90 hours of instruction that enables students to progress from beginning readers to fluent readers. It is designed to build on the foundation of skills that are taught in *Level One* and *Level Two* and leads to full fluency and reading independence.

Learning Objectives

- Analyze word structure and patterns
- Utilize a variety of comprehension strategies
- Extend reading skills to other content areas
- Understand the steps in the writing process
- Practice grammar, punctuation, and language skills
- Spell pattern and sight words accurately
- Expand vocabulary
- Read aloud fluently and expressively
- Use a word processor



Underlying Research

The program's designers conducted extensive research on the development of fluent reading skills. Some of the key research discoveries that are implemented in *Level Three* are:

- Readers need a solid foundation of phonological awareness: the ability to hear distinct sounds in spoken words.
- Comprehension strategies should be taught explicitly to help children focus on the meaning of text.
- Readers need abundant opportunities to practice reading a variety of texts, and they should practice reading aloud with expression and efficiency.
- Readers need to understand the relationships between spelling patterns and their pronunciations, which is achieved through extended phonics instruction.
- Readers should practice spelling and writing unfamiliar words. They should learn common spelling patterns and be able to apply them to other words.
- Writing activities help beginning readers learn to read better.

Benefits for Students

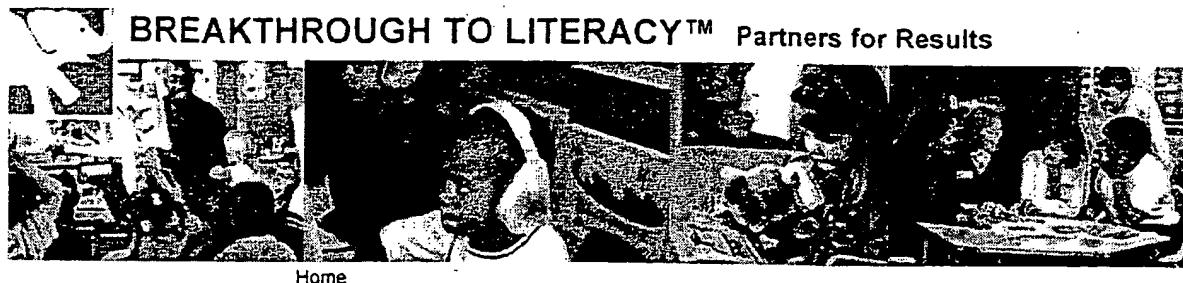
- Refines important skills, fosters self-confidence and motivates students to become independent readers
- Provides explicit instruction in spelling and word recognition strategies
- Provides helpful and nonjudgmental feedback on incorrect answers
- Offers congratulations and rewards for reaching major milestones in the program
- Includes diverse and familiar characters and settings
- Incorporates a wealth of entertaining and informative graphics and memorable songs
- Keeps students actively engaged using the keyboard or mouse to answer questions

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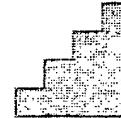


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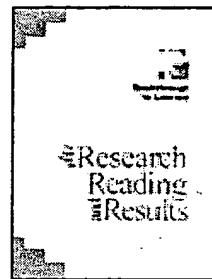
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Throughout this site, you'll find links to sections of our booklet, *The New Three Rs: Research, Reading, and Results*. You can access more information on the topics discussed by clicking on the image of the booklet on various pages within the site*.

To request a complete copy of *The New Three Rs: Research, Reading, and Results*, please contact your local *Breakthrough to Literacy* representative, or [request one online by filling in this form](#).

*Adobe Acrobat Reader must be installed in order to view this PDF booklet. [Click here to download a free copy of Adobe Acrobat Reader](#) if you do not already have it installed. Adobe Acrobat Reader is also bundled with many Adobe product purchases.

Events

Breakthrough to Literacy has been identified as a skill-and-content model for the purposes of the Comprehensive School Reform Demonstration program.

Praise from Educators

Breakthrough to Literacy is proud to be partnering with the National Alliance of Black School Educators (NABSE) to increase reading achievement for African American children.

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Literacy Coaches

Parts of this site require [Macromedia Flash Player](#).

If you cannot view the multimedia above, you do not have Flash Player installed.

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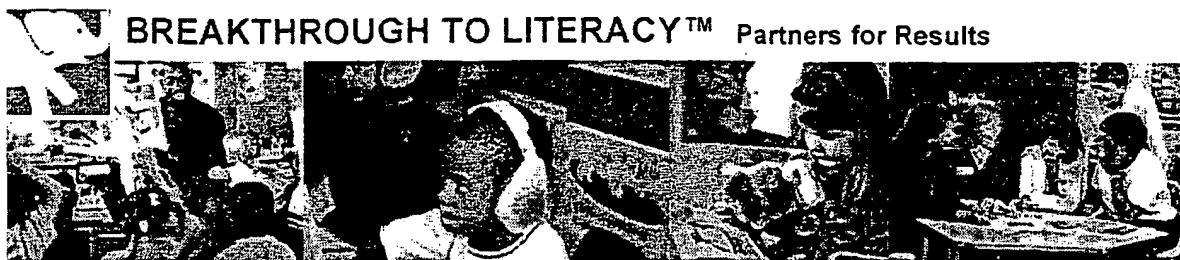
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Literacy Coaches

Software

Integrating Technology

Between 1981 and 1988, Dr. Brown and her team worked intensively with individual children in the laboratory to gain more specific information about how early learners use sounds, pictures, and text to determine what learning strategies would best support the children. The research confirmed that, to develop the motivation and focus to learn, all children need ample - but varying - exposure to specific experiences that help them make the transition from oral language to print. Appreciating that the computer offered the best means to present personalized material to children, and to track their progress, Dr. Brown was none-the-less determined to avoid the distractions and overactive graphics that are common to much educational technology. This she managed to accomplish, and her efforts did not go unnoticed: According to Dr. John Manning, past president of the International Reading Association, "*Breakthrough to Literacy* is designed to help children seriously attend to print, which is the only way to develop confident and comfortable readers. Somehow, someone resisted the temptation to show off technology."

Breakthrough's software curriculum is the key to a comprehensive early literacy foundation in the classroom that will provide children with instruction targeted to their individual needs.

The pre-K through grade one software includes four instructional components. *Listen to Stories* provides the child lap-reading experiences as he or she listens to the stories read aloud by engaging speakers. Self-directed exploration of words and sentences within stories gives children wide experience with language and meaning. *Explore Words* allows the child to listen to, blend, segment, and recognize words and sentences broken into different language units: syllables, onsets and rimes, or sounds. This component gives children experiences with the structure of language at each child's developmental level. *Explore Alphabet* offers unlimited experiences for the child learning letter names and associated sounds. *Tell Stories* allows the child to experiment and practice reading aloud using a microphone and then comparing his or her own production to the model on the computer.

In experiencing these four activities, students are building their vocabulary, phonological and phonemic awareness, alphabet knowledge, and word-recognition skills. Each child's progress is individualized and self-paced. The software also tracks individual responses and enables teachers to determine how best to support each child's growth.

An additional component of *Breakthrough to Literacy's* research-based software program is the *Reports* function that automatically assesses each child's progress and adjusts to his or her level of language development. With individually tailored lessons, children can progress through the reading process at their own pace during daily reading sessions. Using the built-in management system, teachers can monitor and continue to assess students' development as they move through the program. Thirteen reports are available to teachers in the *Breakthrough to Literacy* program. Each report is designed to assist teachers in assessing students' progress and tailoring classroom

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instruction. Standardized assessments used around the country confirm student achievement using *Breakthrough to Literacy*.

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